Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

stand. It goes without saying that the tales are shaped into compact form by this close stylist without loss of simplicity and charm. And Mr. Rackham's illustrations are a return to his best manner and most imaginative mood.

This book and Mr. Colum's are for children in the sense only that some of the world's best literature has been so intended; but no grown-up who loves imaginative and poetic folk stories should deny himself the pleasure of such work by poets at play. One is "apprenticed to an enchanter" in reading Mr. Colum's book; and his paraphrases of the classic epics—Homer, the Norse sagas, etc.—may also be recommended to any child, young or old, as examples of vivid and beautiful imaginative prose. *H. M.*

A LITTLE SCHOOL FOR THE ELECT

The Little School, by T. Sturge Moore. Harcourt, Brace and Howe.

The little school for which Mr. Moore writes his lovely book is obviously the sort of school that an artist like Mr. Moore would plan. Its teacher would be a painter or engraver or poet, while the pupils would be girls and boys with the vision and the appreciation of the developing artist.

Naturally this is not the kind of school or book that children nourished on the red and yellow humor of Rudolph Dirks or even the monotonous wholesomeness of *The Youth's Companion* will greatly care for. It is too quiet, too reflective, too full of beauty. But this fact is not against it. The child with parent or teacher of sense and apprecia-

tion will find in the volume—perhaps not "realms of gold", but at least places where blow the many winds, always things of mystery to children and not to children alone; where, as Mr. Moore himself says,

> None comes, none goes,
> But the wind knows.

And the man or woman will find in the poems as much as the boy or girl; indeed, to almost any child, without guidance, the book is likely to be a bit recondite. *N. A. C.*

HOMESPUN

Rhymes of a Homesteader, by Elliott C. Lincoln. Houghton Mifflin Co.

This is a book of western verse, much of it of the homely familiar kind in dialect which passes current as good newspaper verse. It is hard to establish a line by which one can say of verse of this sort: This is a counterfeit of the genuine homespun, and this, on the other hand, is the real stuff. Several of the poems in this book rise above the counterfeit and approach the real thing, but the majority are written down with that careful colloquial carelessness which fails of its effect just because of its too apparent condescension. The naiveté of genuine folk homespun is not assumed. An author may achieve the folk quality because he is naive really; or he may achieve it through conscious simplicity; but not merely through rhyming dialect or colloquial nonchalance.